ACIP

Fairview High School

Cullman County Board of Education

Dr. Chris Gambrill
841 Welcome Rd
Cullman, AL 35058-1212

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

Fairview High School 2018-2019 CIP

Stakeholder Feedback Diagnostic

Coordination of Resources - Comprehensive Budget

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Fairview High School is one of seven county high schools in the Cullman County System. It is located in the town of Fairview, Alabama, a rural community which lies between the cities of Arab and Cullman. In addition, Fairview is approximately one hour north of Birmingham and one hour to the south of Huntsville.

The school zone includes the following communities: Baileyton, Joppa, Hulaco, Welcome, Gold Ridge, Simcoe and Antioch. The Fairview community offers summer recreational programs through the park and recreation board. The town also provides the W.H. Butler Park, which has ball fields and playing areas. The town council is generous with time and financial resources to assist the school in its various programs and activities

The student body consists of approximately 480 students in grades 9-12. There are approximately thirty-one faculty members including, a principal, assistant principal, 1 guidance counselor, a librarian, 2 career-technical specialists, a music teacher, 2 special education resource persons, and 22 minimum program instructors serve students. Additional staff includes 2 paraprofessionals, a resource officer, a nurse, 3 maintenance workers and approximately 15 lunchroom workers and 15 bus drivers.

Of the student body 49.4% receive free or reduced lunches. We have a 9.5% population of special education students and also a high population of Hispanic students whose parents are mainly farm workers. Our community has a poverty level of about 40% with the following breakdown by the 2012 city-data records: (see http://www.city-data.com/city/Fairview-Alabama.html)
Fairview, AL (35058)
Population: 1,314
Households: 557
Family households: 375 (67.3%)
Non-Family households: 182 (32.7%)

White Population: 1,134 (88.1%)
Black Population: 39 (.2%)
Asian Population: 1 (0.4%)
Hispanic Population: 122 (11.2%)
Multirace Population: 18 (1/4%)

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Statement of Purpose: As an educational institution, our purpose as professional educators and school support staff is the cultivation of genuine relationships with each student so that through this established relationship we may provide support and instruction for each student to have opportunities to grow individually and to become successful productive citizens.

Mission: Our mission is to cultivate and prepare our students to be workforce or college ready so they can be productive and successful citizens of our democracy.

Vision: "Cultivating Growth in Every Student"

Core Values:
- We are a community of learners
- We all teach reading
- We all teach a work ethic
- We learn best by example
- Our expectations are high and attainable
- We build mutual respect and genuine relationships
- Everyone contributes whether positively or negatively
- Skills cannot be learned in isolation
- Education is the foundation of a democratic society
- We educate for a future global society that we cannot fully grasp

We adhere to the Five Absolutes which are: 1) We teach to the standards, 2) Through an aligned K-12 curriculum, 3) Supported by resources, support, and professional development, 4) Monitored regularly through daily and formative assessments, and 5) Producing College and Career-Ready graduates.

Our school provides a variety of instructional approaches to accommodate differences in learning styles, educational experiences, and cultural backgrounds. We offer essential classes for struggling learners as well as AP classes for those who wish to attain advanced placement.

We create instruction that engages our students and gives them opportunities to be critical thinkers and problem solvers, create and publish products, and to practice and strengthen skills that are integral to 21st Century learners. We offer related STEMS engagement in math and science core course content along with opportunities for the INSPIRES and robotics programs. We also offer ACCESS classes for students who want online courses, as well as face-to-face instruction settings for core courses along with several electives such as, Spanish, Choir, and Creative Arts classes.

This our fifth year to produce, FANNTV (previously known as AggieVision), a student news organization as part of a creative arts course with lessons and content related to mass communications. This year we are continuing our Group Advisory Program (GAP) for students in

homeroom classes in which they will have a four-year relationship with the same homeroom teacher. We also have an adult/student mentoring program offered through our Guidance program as well as a partnership with local mental health professionals.

Our school also provides a safe and physically comfortable environment to promote student learning. We have a student leadership team that actively promotes good citizenship, school pride and spirit, and helps support and convey administrative goals within the student body. An initiative that grew from the hardships faced by students and local families from the 2011 tornadoes, we formed an "Acts of Kindness" campaign to provide limited financial support for students and their families who face sudden hardships (fire, death, tornado, etc.) in order to help them through difficult times and know that we care about them. Funds for this are raised locally through donations from the community, teachers, and students, and are administered through our Guidance department.

Our school administration has sought to provide faculty and students with a clear theme for each school year:
2011-2012 Theme: "All In"
2012-2013 Theme: "Ubuntu" (Meaning, "I am because we are")
2013-2014 Theme: "Do Your Job"
2014-2015 Theme: "If not you, then who?
2015-2016 Theme: "A rich history... An exciting future."
2016-2017 Theme: "Sow. Cultivate. Harvest."
2017-2018 Theme: "Above and Beyond."
2018-2019 Theme: "So What, Now What."

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable achievements: Fairview High School had a reduction of discipline referrals and an increase in student attendance. Academically, we have had a continual increase in average ACT composite score for five years.

Notable improvements: Fairview High School had negative results for a positive school climate and sharing student achievement with the community. There was also concern for incoming freshman with transitioning from middle school to high school. Academically, Fairview High School decreased in Scantron scores for 9th and 10th graders.

Fairview High School is working towards increasing parental communication and involvement by:

1. Implementing a Freshman Bootcamp for all incoming freshman.
2. Hosting a parent appreciation night to display student work.
3. Posting Honor Roll on the website and local newspapers.
4. Hosting a parent meeting on parent-teacher conference night.
5. Fairview High School now has Facebook, Instagram and Twitter.

Several ways Fairview High School already displays information is by FANNTV (school news system posted on YouTube), Remind 101, Google Classroom, TV marquee displaying announcements in the hallways, school website, and various social media accounts.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Fairview High School continues to have highly competitive academic teams including Scholars Bowl Team, 3 Math Teams, and Robotics Team. The scholars and robotic components repeatedly rank at the top of the county competitions.

We also have a drama class that produces at least two productions each year that are performed in our school auditorium. We were awarded a $25,000 National Endowment for the Arts Grant. Our Glee Club has begun an outreach program to perform at community functions and senior and adult care facilities. In addition, our library media program hosts an information portal so that many resources are available 24/7 & 365 by accessing the school library's webpage. Our school's webpage serves teachers and many school programs as a means to communicate to the parents and community. In addition, many teachers and programs use a variety of social media to connect the community and the school.

This is our fifth year to produce, FANNTV, a daily student news program that features school announcements as well as regular daily and weekly segments developed by the Fairview Aggie News Network. Students in this course shoot and edit a weekly 6-8 minute news show that is broadcast via School Tube/You Tube during advisory groups on Wednesdays and Thursdays. Work has begun to promote our newscast via the school's webpage and through social media avenues to reach a greater portion of our community and stakeholders. Efforts have begun to include special segments such as Alumni Interviews, the History of Fairview School and its Community, as well as many other shows.

Our school's counseling and mentoring program is called AGGIE4Life. We have instituted a weekly advisory period on Wednesdays and Thursdays in which the faculty meets with their specific group of assigned students to provide monitoring, enrichment, remediation, and advisory counseling.

We also want to develop better and more effective means of communicating with our stakeholders, particularly concerning our need for their involvement and feedback, as well as understanding our strengths and weaknesses as we strive to cultivate success for our students.

We hope FANNTV can serve as an outlet to foster communication, as well as outreach so that the school can better connect with stakeholders and the community via online and social media avenues, and also to garner more participation in our survey responses. School Messenger is a phone system paid for by the CCBOE that enables Fairview High School to contact parents via phone or email as it relates to valuable information.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Instructional Leadership Team consists of the principal and asst. principal, counselor, core-subject representatives, CTE representative and the RTI Coordinator. The members were elected by the and informed of their roles by the principal. Leadership team members attended the district team meeting on July 25, 2018, then the school leadership team met prior to the beginning of school to discuss and set goals based on student data, needs assessment surveys, and the stakeholder feedback from the AdvancED and Blue Ribbon surveys from the 2017-2018 school year.

As the plan was being developed, the team met during allotted times on designated professional development days and faculty meetings. As the plan neared completion, the team began meeting with the parent, community, and student representatives. The parent representative is an active member of the PTO and has a flexible schedule where meeting attendance is not an issue. The community representative was chosen because she is on the campus regularly as a parent but is also an active member of the Fairview Community and is involved in many aspects of the school through various roles. The student representatives were chosen because they are both actively involved in our student government organization.

The team presented the CIP goals to the faculty to gain input and feedback during designated faculty meetings and departmental meetings. As the CIP neared completion, meetings were also held with the parent, student, and community representatives to further discuss goals and gain additional feedback. Meetings with the parent and community representative were held during early release professional development. The student representatives are both in Student Council of which Mrs. Kessler is the sponsor which led to discussions of the CIP goals with these students and each were brought in to meet with the team as the CIP neared completion.

The main methods used to communicate with stakeholders is through our school website, our automated voice calling system, our electronic signage in front of the campus, through social media via our various Remind, Twitter, Facebook, and Instagram accounts, and through our school's FANNTV daily broadcast YouTube station. In addition, we have information available to parents and visitors in our school office via brochures and handouts. We also solicit input from teachers, community, and students through our annual AdvancedEd and Blue Ribbon surveys and through our own school surveys and observations.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The stakeholder group consists of a parent representative, a community representative, eight classroom teachers (History, ELA, Career-Technical, one Math, one Special Education, and 1 RTI Coordinator), counselor, assistant principal, our student representatives and our principal.

Instructional Leadership Team Members

Dr. Chris Gambrill, Principal

Mr. George Redding, Assistant Princil

Mr. Anthony Gamble, Counselor

Mrs. Sarah Jean, Librarian

Mr. Shannon Black, ELA Teacher

Mrs. LeeDell Cook, History Teacher

Mrs. Suzann Shell, Special Education Teacher

Mrs. Stephanie Chambers, Science Teacher

Mrs. Treyla Kessler, Math Teacher

Mrs. Whitney Haynes, Career Technical Teacher

Mrs. Sherry Ashley, Community Representative

Mrs. Leslie Arnold, Parent Representative

Levi Garner, Student Representative

Mr. Riley Carroll, Student Representative

After the leadership team reviewed data generated from student assessments and opinion surveys from students, parents, and faculty, we identified major areas of student learning with the highest priority for improvement. We also identified areas of improvement from a school perspective that also impacts student achievement such as our on-going efforts with CCRS implementation, Strategic Teaching and emphasis on Standards-Based Instruction, and our Aggie4Life mentoring program. The school principal is responsible for forming the stakeholder committee and for sharing information with any stakeholders not able to be present.

During the first early release professional development faculty meeting the faculty was divided into content areas. Each group analyzed data to determine strategies needed to improve student achievement. Departmental meetings were held in which each content area decided on a specific strategy to use toward improved student achievement. The principal and assistant principal organized faculty and departmental meetings. The instructional leadership data team then developed specific goal statements, objectives, strategies, and action steps and entered this information in ASSIST. The guidance counselor was responsible for administering support to the faculty for the Aggie4Life program. Student representatives participated through student surveys, student council, and stakeholder meetings.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be presented to the faculty for discussion and input at our October early release meeting, and the plan will then be placed on the school and library websites by the end of October after Board approval.

The main methods used to communicate with stakeholders is through our school website, our automated voice calling system, our electronic signage in front of the campus, through social media via our various Remind, Twitter, Facebook, and Instagram accounts, and through our school's AggieVision daily broadcast YouTube station. In addition, we have information available to parents and visitors in our school office via brochures and handouts.We also solicit input from teachers, community, and students through our annual AdvancedEd surveys and through our own school surveys and observations.

CIP information will also be shared with interested parents through our school PTO and various websites.

Three hard copies will be printed: one kept in the school library, one in the school office, and one with the school's CIP files.

Handouts will be distributed to each faculty member, the PTO and Alumni Association Presidents, and also to our school board member, and our student, parent, and community representatives. Each copy will stipulate that updates will be made regularly and posted to the website to keep the digital copy as current as possible.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See uploaded Student Performance Data Document.	2018-2019 Student Performance Data Comparison Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Scantron

Students showed an 11% in meeting their Scantron annual target goal in Reading from 48% 2016-2017 to 59% in 2017-2018. Tenth grade students performing at or above average test scores improved from 43% in Reading in 2016-2017 to 74% in Reading in 2017-2018. Tenth grade students performing at or above average test scores improved from 44% in Math in 2016-2017 to 76% in Math in 2017-2018.

ACT

Students met the objective of 5% growth in English ACT Benchmark test scores. The percentage of students meeting benchmark on the English sub score performed 12% over the state average and 9% over the district average.

WorkKeys

Students met the objective of 5% growth in WorkKeys sub group of Graphic Literacy from 61% in 2016-2017 to 79% in 2017-2018.

Describe the area(s) that show a positive trend in performance.

Six Year ACT Trend Data Indicates that Fairview High School has increased in the following areas:

*Mathematics - 2013-14 17.2 -- 2014-15 17.6 -- 2015-16 17.5 -- 2016-17 17.8 -- 2017-18 17.7- Increase from 2014-2018 is 0.5.
*Reading - 2013-14 18.5 -- 2014-15 19.0 -- 2015-16 18.7 -- 2016-17 18.5 ---2017-18 18.8 - Increase from 2014-2018 is 0.3.
*English - 2013-14 16.9 -- 2014-15 16.9 -- 2015-16 17.2 -- 2016-17 18.0 -- 2017-18 18.9 - Increase from 2014-2018 is 2.0.
*Science - 2013-14 18.3 -- 2014-15 17.6 -- 2015-16 18.5 -- 2016-17 18.5 -- 2017-18 18.9 - Increase from 2014-2018 is 0.7.

*Overall Composite Score has increased from 17.8 (2014) to 18.7 (2018).

WorkKeys

Three year WorkKeys trend data indicates that Fairview High School has increased in the following areas:
The percentage of students that earned Silver level or above (benchmark) increased by 4%.
In Applied Math we increased 3% from 74 in 2016-17 to 77 in 2017-18.
In Graphic Literacy we increased 18% from 61 in 2016-17 to 79 in 2017-18

Which area(s) indicate the overall highest performance?

According to ACT Trend Data for the 2017-18 sub tests, English and Science are showing the overall highest performance. English increased from 18.0 in 2016-17 to 18.9 in 2017-18 and Science increased from 18.5 in 2016-17 to 18.9 in 2017-18.

In WorkKeys sub category Graphics Literacy our students increased 18% from 61% in 2016-17 to 79% in 2017-18.

According to Scantron Gains Analysis, the percentage of students reaching the annual target goal increased 11%, from 48% in reading in 2016-2017 to 59% in reading in 2017-2018.

Which subgroup(s) show a trend toward increasing performance?

In 2016-2017, our average male composite score was 18 and increased in 2017-2018 to an average composite score of 18.9. In 2016-17, our Hispanic population average composite score was a 14.9 which increased to 15.7 average composite score in 2017-18.

According to fall Scantron performance test data, FHS males increased in math proficiency from 57% in 2017-18 to 59% in 2018-19.

Between which subgroups is the achievement gap closing?

Based on the percent of students who met ACT College Readiness Benchmark Scores there is evidence of the achievement gap closing in the male population.

Male ACT Composite Test Scores increased from 18.0 in 2016-2017 to 18.9 in 2017-2018.

Which of the above reported findings are consistent with findings from other data sources?

The 2017-2018 Fairview High School average ACT Composite Score of 18.7 was consistent with formative assessments and classroom grades.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Scantron performance proficiency has decreased in both Reading and Math from the fall 2017-2018 test administration to the fall 2018-2019 test administration.

-Reading saw a 7% decrease in student test scores

-Math saw a 4% decrease in student test scores

Math ACT scores decreased from 23% performing at Benchmark in 2016-2017 to 17% performing at Benchmark in 2017-18.

Describe the area(s) that show a negative trend in performance.

For the consecutive year 8th - 10th grade data has dropped, they scored 52% proficient in reading as 8th graders and decreased to 25% proficient in reading as 10th graders; they scored 31% proficient in math as 8th graders and decreased to 16% proficient in math as 10th graders.

Which area(s) indicate the overall lowest performance?

Our overall lowest area of performance was ACT Math and Science. Only 17% of students were at Benchmark for Math and 18% of students were at Benchmark for Science for 2017-2018.

Which subgroup(s) show a trend toward decreasing performance?

By comparing the ACT profile report from 2013-2017, there are no subgroups in our school that show a decreasing performance in any of the subtest. However, our school continues to score below the state average.

FHS 2013-14 Males: English 16.5 State 17.3, Math 17.3 State 18.0, Reading 17.9 State 18.2, Science 18.1 State 18.5
FHS 2013-14 Females: English 17.2 State 18.6, Math 17.0, State 17.8, Reading 19.0 State 19.4, Science 18.4 State 18.4

FHS 2014-15 Males: English 16.8 State 17.1, Math 18.0 State 17.9, Reading 19.4 State 18.3, Science 17.6 State 18.4
FHS 2014-15 Females: English 17.2 State 18.2, Math 17.4 State 17.7, Reading 18.9 State 19.3, Science 17.9 State 18.3

FHS 2015-16 Males: English 16.7 State 17.4, Math 17.8 State 18.2, Reading 18.4 State 18.6, Science 18.2 State 19.0
FHS 2015-16 Females: English 18.0 State 19.0, Math 17.3 State 17.9, Reading 19.3 State 19.6, Science 18.9 State 19.1

FHS 2016-17 Males: English 17.4 State 17.1, Math 17.6 State 18.0, Reading 18.4 State 18.3, Science 18.0 State 18.4
FHS 2016-17 Females: English 18.5 State 18.7, Math 18.0 State 17.8, Reading 18.6 State 19.2, Science 18.9 State 18.5

FHS 2017-18 Males: English 18.6 State 16.9, Math 18.0 State 17.8, Reading 18.7 State 18.0, Science 19.7 State 18.1

FHS 2017-18 Females: English 19.4 State 18.4, Math 17.3 State 17.6, Reading 18.8 State 19.0, Science 17.0 State 18.3

Between which subgroups is the achievement gap becoming greater?

When comparing the percentage of students who met college readiness benchmark scores by the whole school and ethnicity, our school had 16% to benchmark on all four subtests while Hispanics at FHS had no one to benchmark on all four subtests.

Which of the above reported findings are consistent with findings from other data sources?

As a whole, Fairview High School is consistently low in math scores. 9th graders scored low (2nd Quartile) in math on the 2015-16 Fall Scantron test, 2015-16 10th graders scored 14% proficient on the Aspire in math, 2016-17 10th graders scored 16% proficient on the Aspire in math, 2015-16 11th graders scored 16% proficient on the ACT in math, and 2016-17 11th graders scored 23% proficient on the ACT in math. From fall of 2017 to fall of 2018, our scores have continued to decrease in both reading and math. These scores are consistent with classroom assessments and teacher observations.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3.5
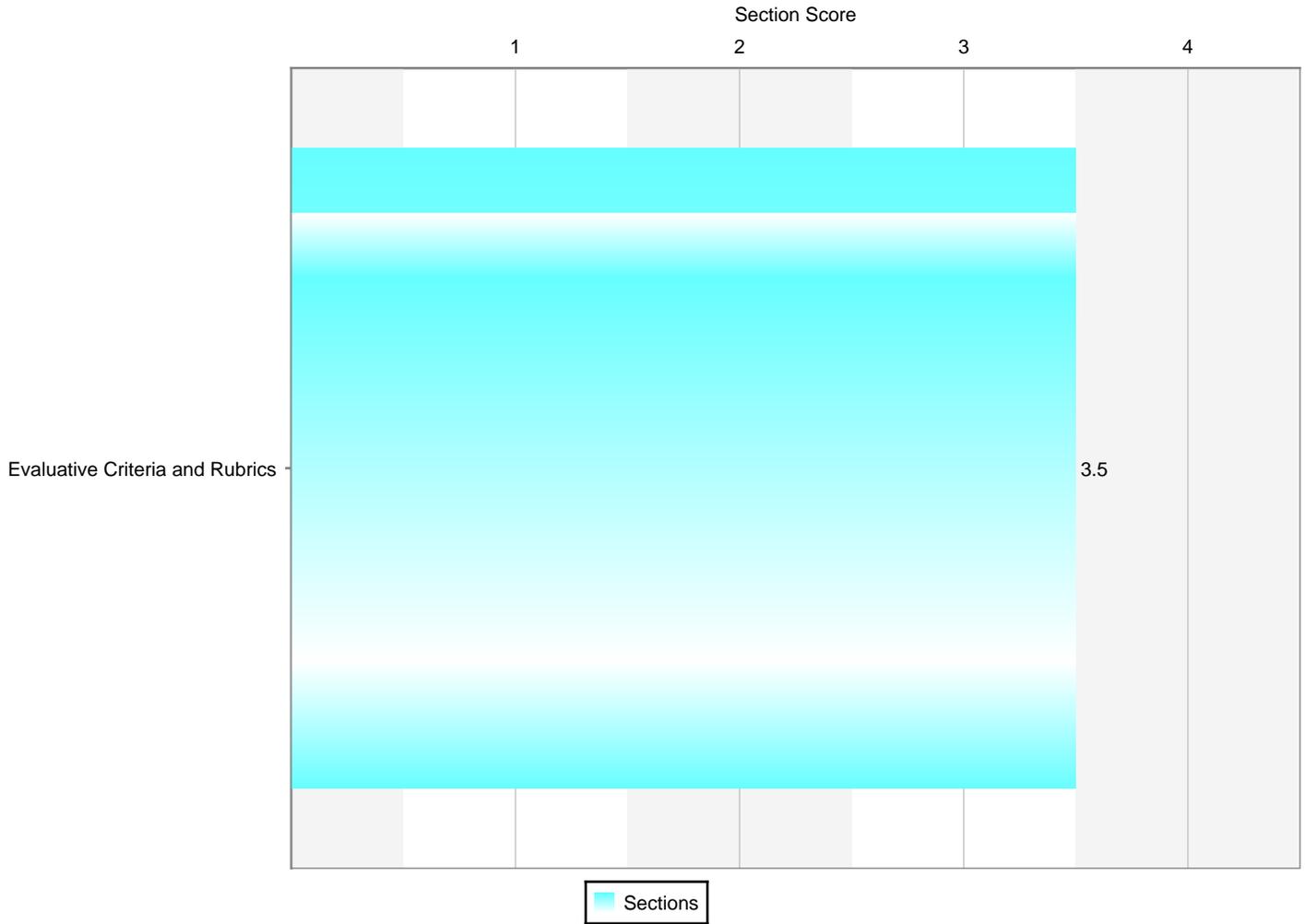
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		2018-2019 CIP Assurances

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		CIP Assurances

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		CIP Assurances

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	See attached Parent and Family Engagement One Pager	Fairview High School's Parent and Family Engagement

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Not Title I School.	

Fairview High School 2018-2019 CIP

Overview

Plan Name

Fairview High School 2018-2019 CIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	EL Goal: Progression of EL students toward language acquisition 2018-2019	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
2	Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas. 2018-2019	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
3	Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19	Objectives: 1 Strategies: 2 Activities: 8	Organizational	$0
4	Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction. 2018-2019	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$0

Goal 1: EL Goal: Progression of EL students toward language acquisition 2018-2019

Measurable Objective 1:

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education

teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure

attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrator, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	District support, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing. | Direct Instruction, Professional Learning, Academic Support Program | 08/08/2018 | 05/24/2019 | $0 | No Funding Required | District support, EL and Classroom Teachers |

Goal 2: Instruction Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas. 2018-2019

Measurable Objective 1:

demonstrate a proficiency   of a 5% increase in student achievement: Scantron Math from 50% to 55%, Scantron Reading from 59% to 64% for students reaching benchmark, and in the percentage of graduating seniors who achieve CCR from 72% to 77% by 05/24/2019 as measured by State assessments and CCR benchmarks.

Strategy 1:

Effective Instruction - Fairview High School focuses on instruction, assessment, grading, and academic reporting that is based on students demonstrating

understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. Teachers implement the Instructional

Framework as they teach the college and career readiness standards across all content areas.

1) What do I want my students to know and be able to do?

2) How will I know if they know it?

3) What will I do if they don't?

4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Whatever it Takes by Richard Dufour

Activity - Standard Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| - Teachers will utilize pacing guides in grades 9-12 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.

-Teachers attended Standards Based Training presented by Ellevation.

-Teachers will create Pre/Post tests for each unit.

- Instructional Guide was created for grades 9-12. Teachers will use this to document the date standards were taught and the percentage of students who have mastered the standards for each of the nine weeks.

-Scantron Achievement Series will be utilized to assess students in grades 9-10 for every nine weeks. Assessments will be used to used to monitor student progress of students mastery of standards. | Direct Instruction | 08/08/2018 | 05/24/2019 | $0 | No Funding Required | $0 |

Activity - Student Prep for CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Prep classes implemented for students in the 11th Grade. Early Tracking System for CCRS WorkKeys Keytrain Dual Enrollment Class - Orientation 110	Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administration and classroom teachers.

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.Teachers received training during pre-service days during 2017 and will receive coaching support throughout the school year from the in-system lead teachers on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process.	Technology, Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Discovery Coach, Administrators, Teachers, and Reading Specialist

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The three previous years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Fusion initiative for 9th and 10th-grade teachers.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	District Support Staff, Administrators, Classroom Teachers, Technology Coaches, Reading Specialist.

Goal 3: Learning Supports and Culture Goal: Identify barriers to teaching and learning and alignment of support systems to address barriers. 2018-19

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities.

Strategy 1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high

quality learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional

leaders to insure that through effective professional practice, all students graduate college and/or career ready. Employees are solicited and retained through

SearchSoft. Evaluations will be used as a formative assessment to provide information about evaluatee's current level of practice.

Category: Develop/Implement Professional Learning and Support

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set

pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Ongoing Technology Integration/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

- e5LT training for school representatives k-12 - Teacher representatives from each grade level K-8 and subject area 9-12 will serve as the school's representative. These teachers will receive training and support that will be expected to be turned around to their colleagues. These teachers will serve as model classrooms for our district. - Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. Support will be provided for the implementation of Compass Learning and Edgenuity. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers.	Technology, Direct Instruction, Behavioral Support Program, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Technology Director, Technology Integration Specialist, Technology Department, Principals, Classroom Teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fairview High School follows the district created lesson plans for the four early release days, including analyzing data, developing plans, developing teacher continuous educator effectiveness, and other professional development for the school year.	Technology, Direct Instruction, Career Preparation/Orientation, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administration, Classroom teachers

Activity - Blue Ribbon School of Excellence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Blue Ribbon School of Excellence is partnering with Fairview High School continue improvement and help implement standards based instruction. They will continue to evaluate and provide feedback on our implementation of standards based instruction.	Tutoring, Extra Curricular, Technology, Parent Involvement, Direct Instruction, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Blue Ribbon School of Excellence Staff, Principals, Classroom Teachers

Activity - Standards Based Instruction Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fairview High School underwent training in standards based instruction where we learned to unpack the standards and plan unit activities based on standards.	Direct Instruction, Policy and Process, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrator, Classroom Teacher, Blue Ribbon Staff

Strategy 2:

Culture - Activities may include:

· Teacher-student interactions

· Students who feel safe, connected and engaged

· Policies promoting social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, plus a comprehensive system to address

barriers to learning and teaching and reengage students who have become disengaged

· Clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors

· Parental involvement

Collaborative relationships between the school leader and faculty as well as between faculty members

· Focus on learning and high expectations for student achievement (or "academic press")

· Decreased teacher turnover and increased teacher satisfaction

Category: Develop/Implement Student and School Culture Program

Research Cited: U.S. Department of Education. (2014) Guiding Principles: A Resource Guide for Improving Schools Climate and Discipline, Washington, D.C.

Activity - Students in Good Standing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To encourage a student who is experiencing difficulties and problems to change and or improve in all aspects of his or her life. To give a student an opportunity to define his or her purpose and reasons for pursuing an education, recommit his or her effort for learning, and redeem his or her reputation for being a good person.	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administration, Classroom Teachers

Activity - Aggie4LIFE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students meet in advisory twice a week and implement a monthly lessons plans provided from guidance counselors provided by the REACH program.	Tutoring, Parent Involvement, Career Preparation/Orientation, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Guidance Counselors, Administration, Classroom Teachers

Activity - Teacher of the Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to nominate a teacher for Teacher of the Month. Students will have to write up why they feel that teacher should be Teacher of the Month and then administration will choose based on student recommendations.	Community Engagement, Parent Involvement	08/08/2018	05/24/2019	$0	No Funding Required	Students, Administration

Activity - Champion of Characters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers nominate a student who demonstrates excellent character and morals. Teachers have to write up a nomination letter and then the leadership team determines a winner from nominations.	Community Engagement, Parent Involvement, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Teachers, Leadership Team, Administration

Goal 4: Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction. 2018-2019

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching & learning experiences for all students by 05/24/2019 as measured by surveys.

Strategy 1:

Increase ability to collect, analyze, and applies findings from various data sources. - Fairview High School will implement processes to collect, analyze, and apply

findings from various data sources in order to

continuously improve student and teacher achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Data Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fairview High School classroom teachers will collaborate and analyze data to improve instruction and student achievement. Discussions will occur during grade level, subject area benchmark assessment data will be discussed after each nine week grading period. Discussions will occur about ACT data, PreACT data, Workkeys data, and Scantron data in order to remediate effectively.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Data Team, Classroom Teachers, Administrators

Activity - ELEOT Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELEOT observations will conducted throughout the school year. Administration will go through training with eProve ELEOT resource training site. Observation data will be analyzed to determine next steps for improvement for student engagement in classroom lessons.	Technology, Direct Instruction, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrators and Classroom Teachers

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Fairview High School employees will utilize Educator Effectiveness and Leadership Effectiveness throughout the school year. The basis of the program is to improve practice of teachers, administrators and district leadership in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	Administrators and Classroom Teachers

Activity - Administrative Handbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An administrator handbook will be created for administrators to reference for policy and procedure implementation. Forms and resource documents will be included in the handbook.	Policy and Process	08/08/2018	05/24/2019	$0	No Funding Required	Administrators

Activity - CIP Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership will lead mid year data review in each of the schools. Administration will share data for first semester, interviews will be conducted and classroom observations will occur. Next steps for continuous improvement for second semester will be determined.	Technology, Parent Involvement, Direct Instruction, Career Preparation/Orientation, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	No Funding Required	District Leadership, Administrators, and Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELEOT Observations	ELEOT observations will conducted throughout the school year. Administration will go through training with eProve ELEOT resource training site. Observation data will be analyzed to determine next steps for improvement for student engagement in classroom lessons.	Technology, Direct Instruction, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Administrators and Classroom Teachers
Standard Based Instruction	- Teachers will utilize pacing guides in grades 9-12 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. -Teachers attended Standards Based Training presented by Ellevation. -Teachers will create Pre/Post tests for each unit. - Instructional Guide was created for grades 9-12. Teachers will use this to document the date standards were taught and the percentage of students who have mastered the standards for each of the nine weeks. -Scantron Achievement Series will be utilized to assess students in grades 9-10 for every nine weeks. Assessments will be used to used to monitor student progress of students mastery of standards.	Direct Instruction	08/08/2018	05/24/2019	$0	$0
Students in Good Standing	To encourage a student who is experiencing difficulties and problems to change and or improve in all aspects of his or her life. To give a student an opportunity to define his or her purpose and reasons for pursuing an education, recommit his or her effort for learning, and redeem his or her reputation for being a good person.	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Administration, Classroom Teachers

Data Team Meetings	Fairview High School classroom teachers will collaborate and analyze data to improve instruction and student achievement. Discussions will occur during grade level, subject area benchmark assessment data will be discussed after each nine week grading period. Discussions will occur about ACT data, PreACT data, Workkeys data, and Scantron data in order to remediate effectively.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	$0	Data Team, Classroom Teachers, Administrators
Student Prep for CCRS	ACT Prep classes implemented for students in the 11th Grade. Early Tracking System for CCRS WorkKeys Keytrain Dual Enrollment Class - Orientation 110	Academic Support Program	08/08/2018	05/24/2019	$0	Administration and classroom teachers.
Standards Based Instruction Training	Fairview High School underwent training in standards based instruction where we learned to unpack the standards and plan unit activities based on standards.	Direct Instruction, Policy and Process, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	Administrator, Classroom Teacher, Blue Ribbon Staff
Educator Effectiveness	Fairview High School employees will utilize Educator Effectiveness and Leadership Effectiveness throughout the school year. The basis of the program is to improve practice of teachers, administrators and district leadership in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	Administrators and Classroom Teachers

Technology Integration	Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The three previous years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. Fusion initiative for 9th and 10th-grade teachers.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	District Support Staff, Administrators, Classroom Teachers, Technology Coaches, Reading Specialist.
Overview of EL Program	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	District support, EL and Classroom Teachers
Blue Ribbon School of Excellence	Blue Ribbon School of Excellence is partnering with Fairview High School continue improvement and help implement standards based instruction. They will continue to evaluate and provide feedback on our implementation of standards based instruction.	Tutoring, Extra Curricular, Technology, Parent Involvement, Direct Instruction, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	Blue Ribbon School of Excellence Staff, Principals, Classroom Teachers

Early Release	Fairview High School follows the district created lesson plans for the four early release days, including analyzing data, developing plans, developing teacher continuous educator effectiveness, and other professional development for the school year.	Technology, Direct Instruction, Career Preparation/Orientation, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	Administration, Classroom teachers
CIP Data Review	District Leadership will lead mid year data review in each of the schools. Administration will share data for first semester, interviews will be conducted and classroom observations will occur. Next steps for continuous improvement for second semester will be determined.	Technology, Parent Involvement, Direct Instruction, Career Preparation/Orientation, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	District Leadership, Administrators, and Classroom Teachers

Ongoing Technology Integration/Support	- e5LT training for school representatives k-12 - Teacher representatives from each grade level K-8 and subject area 9-12 will serve as the school's representative. These teachers will receive training and support that will be expected to be turned around to their colleagues. These teachers will serve as model classrooms for our district. - Cullman County Technology Department provides various professional learning opportunities for administrators, counselors, and teacher. This includes the CCETC held for all teachers, administrators, counselors, and staff. Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. Support will be provided for the implementation of Compass Learning and Edgenuity. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers.	Technology, Direct Instruction, Behavioral Support Program, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	Technology Director, Technology Integration Specialist, Technology Department, Principals, Classroom Teachers
Professional Development	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	District support, EL and Classroom Teachers
Reading Horizons Discovery	Elevate is also available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.Teachers received training during pre-service days during 2017 and will receive coaching support throughout the school year from the in-system lead teachers on the daily implementation of phonics instruction and available software for students. Reading Specialist will also continue to support the implementation process.	Technology, Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	$0	Discovery Coach, Administrators, Teachers, and Reading Specialist
Administrative Handbook	An administrator handbook will be created for administrators to reference for policy and procedure implementation. Forms and resource documents will be included in the handbook.	Policy and Process	08/08/2018	05/24/2019	$0	Administrators

Aggie4LIFE	Students meet in advisory twice a week and implement a monthly lessons plans provided from guidance counselors provided by the REACH program.	Tutoring, Parent Involvement, Career Preparation/Orientation, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Guidance Counselors, Administration, Classroom Teachers
Champion of Characters	Teachers nominate a student who demonstrates excellent character and morals. Teachers have to write up a nomination letter and then the leadership team determines a winner from nominations.	Community Engagement, Parent Involvement, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	$0	Teachers, Leadership Team, Administration
Teacher of the Month	Students will be able to nominate a teacher for Teacher of the Month. Students will have to write up why they feel that teacher should be Teacher of the Month and then administration will choose based on student recommendations.	Community Engagement, Parent Involvement	08/08/2018	05/24/2019	$0	Students, Administration
Data Analysis	At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	$0	Administrator, EL and Classroom Teachers
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attached Stakeholder Feedback Worksheet.	FVH stakeholder-feedback-worksheet

Evaluative Criteria and Rubrics

Overall Rating: 1.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The Climate and Culture Survey for parents provided the following data: Parents chose 4 answer choices for 3 questions.

C1 - Things teachers say to students

   57% - Explain your work

   50% - What are you thinking

C2 - Things your students are most often doing at school

   57% - Taking tests

   50% - Completing brief projects

C3 - Interactions with staff

   57% - Respectful

   43% - Supportive

The Teacher Inventory provided the following teacher data: (by question number)

C4 - 71% Lessons are based on high expectations.

C5 - 64% Learning goals are different for each student in my class/course.

C14 - 64% Student in class have formal opportunities to develop positive relationships with their peers and/or adults.

D1 - 58% Participate in professional learning activities designed to meet the individual needs of my students.

The High School Student Engagement Survey provided the following data:

C1 - 53% I ask questions and contribute to discussions.

C5 - 48% The use of technology helps me stay focused and better understand the lesson.

C6 - 64% School rules are established for a good reason.

C8 - 43% Agree ... Classes prepare me for success in the work force.

C13 - 57% Classroom activities... make it easier for me to relate to current issues.

C19 - 51% Developing personal learning goals... helps me plan for life after graduation.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Survey results for parents indicate continued high levels of satisfaction with our school having clear goals focused toward student success and our school also provides students a positive environment to achieve these goals.

Students continued to show high levels of satisfaction of teachers using a variety of resources to support student learning, including but not limited to use of technology and variety of classroom activities.

Survey results for teachers show continued high levels of satisfaction in providing lessons based on high expectations for students, implementing programs to meet the educational, emotional, and personal success of students (teacher mentor program), and differentiating learning goals for each student.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Blue Ribbon survey results also show satisfaction our school offering a safe and welcoming environment, engaging students, and available learning resources, including use of technology and class activities.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The Climate and Culture Survey for parents provided the following data: Parents chose 4 answer choices for 3 questions.

C3 - Interactions with staff

  - 50% Useless

  - 21% Trusting

  - 21% Isolating

The Teacher Inventory provided the following teacher data: (by question number)

D2 - 50% Regularly but not frequently provide multiple opportunities for parents, families, and legal guardians to engage in meaningful activities that support student success.

E4 - 42% Regularly but not frequently utilize a formal process to determine the individual learning needs of my students.

The High School Student Engagement Surveys provided the following data:

C10 - 34% Way students prepare for test is by memorizing only the facts and information I need for a good grade.

C15 - 58% Describe how they feel at the end of the day as they are glad the day is over.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Teacher and parent surveys continue to show overall low percentages for providing multiple opportunities for parents to engage in students' learning by communication and sharing student achievement.

Student surveys indicate a lack of respect from teacher to teacher, teacher to student, and student to student.

What are the implications for these stakeholder perceptions?

Parents feel that their interactions with their child's staff is useless. Teachers indicate a lack in the school having a high student achievement over a three year period (Blue Ribbon Data). Teacher also indicated a lack of using data to guide instruction (Blue Ribbon Data). The school will continue to increase technology resources to ensure equal access for all students.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Blue Ribbon School of Excellence surveys reflected needs that were similar to the eProve survey results. Listed are the most common needs found in school on these surveys:

1. Parents feel their interactions with staff is useless.

2. Lack in sharing student achievement.

3. Lack of parent involvement.

4. Using data to guide instruction.

Report Summary

Scores By Section

Section Score
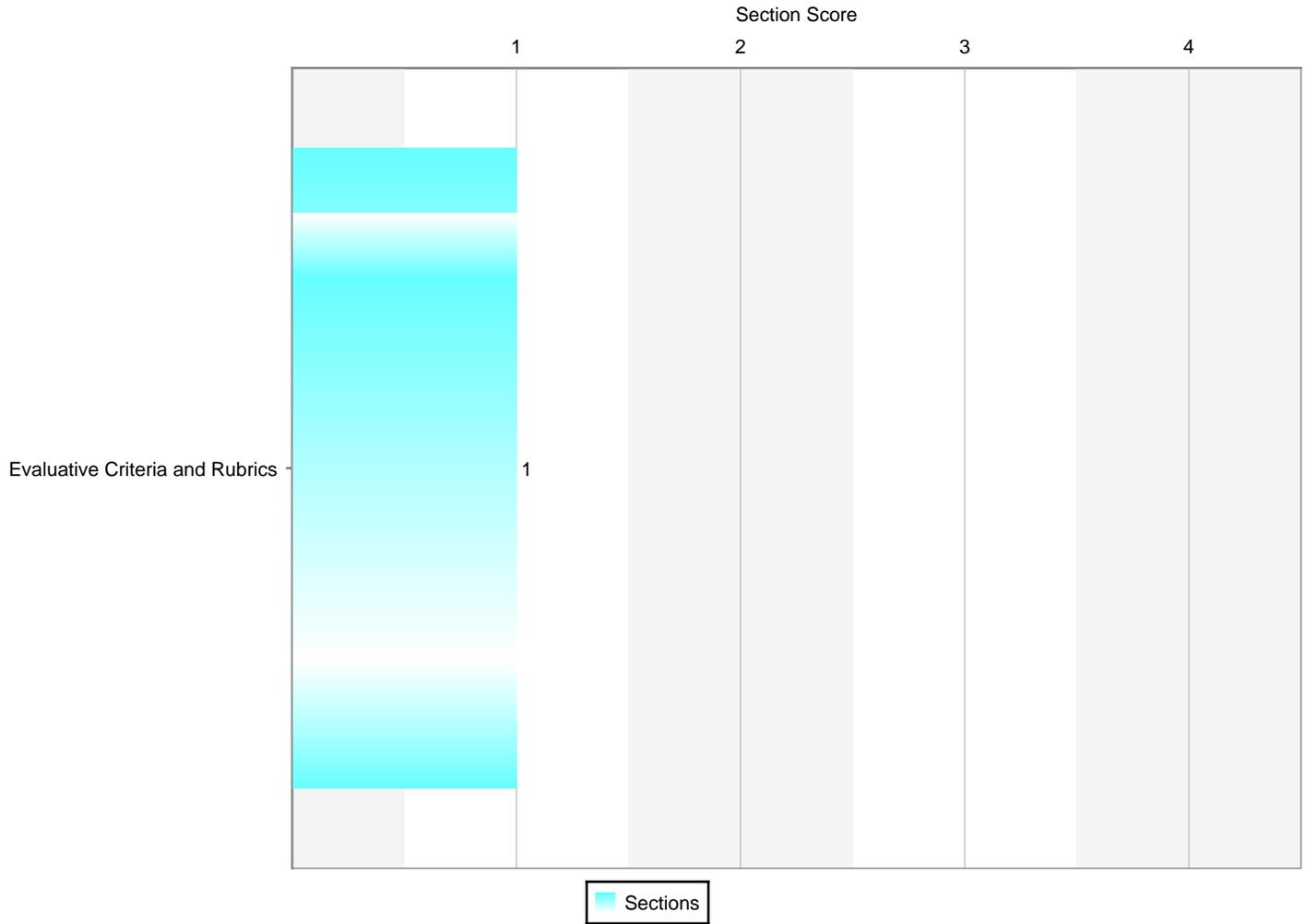
Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	27.47

Provide the number of classroom teachers.

27.47

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1335934.0

Total   1,335,934.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	108192.0

Total   108,192.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	31458.0

Total   31,458.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	61404.0

Total   61,404.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54780.0

Total   54,780.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	9291.0

Total 9,291.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2787.0

Total   2,787.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	16602.0

Total   16,602.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2977.0

Total   2,977.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A